DOCUMENT RESUME

ED 114 766 CS 002 207

TITLE	A Taxonomy of Selected High School Equivalency Materials (Reading).
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE	75
NOTE	93p.; See related documents ED 109 660 and ED 059 428
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Achievement Tests; Adult Basic Education; Adult Education Programs; Adult Reading Programs; Critical Reading; *Equivalency Tests; *High School Equivalency Programs; Reading Comprehension; Reading Instruction; *Reading Materials; Reading Skills; *Taxonomy; Vocabulary Development; Word Study Skills
IDENTIFIERS	*General Educational Development Test

ABSTRACT

This taxonomy was developed as a tool to be used by instructors as an efficient system to guide them in preparing their students for the Test of General Educational Development (GED). The focus is on the development of those reading skills considered to be critical for the student to have mastered in order to successfully complete a high school equivalency program. The first stage of the system is an inventory of an individual's reading skills, based on the Iowa Test of Educational Development, either form X-4 or Y-4. The second stage is a prescription of materials that could be used to introduce and reinforce any of the skills the student has not mastered. Three New York State Education Department publications and six commercially available programs are keyed to specific reading skills. The materials range in difficulty from a seventh grade reading level or lower level reinforcement to a twelfth-fourteenth grade reading level or upper level reinforcement. Suggestions for GED test simulation are offered. The general reading skills listed are vocabulary development, ability to interpret reading materials in the social studies and natural sciences, and ability to interpret literary materials. (MKM)

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ED114766

BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT

CS 002 207

A TAXONOMY OF SELECTED HIGH SCHOOL EQUIVALENCY MATERIALS

(READING)

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Chief, Bureau of General Continuing Education
Joseph A. Mangano

FOREWORD

In the fall of 1971 the Bureau of Continuing Education Curriculum Development distributed a publication entitled *Developing High School Equivalency Reading Skills*. That publication was developed on the premise that being able to interpret reading material in social studies, science, and literature would greatly enhance a student's chances of passing the test of General Educational Development. This premise has been validated at various adult education centers throughout the State which have focused their instruction on the development of the reading skills identified in the above publication. The success ratio in these programs has increased significantly.

Yet, always alert to the possibility that there might be a more efficient way of preparing students for the GED test, many instructors began to cite a need for a system which would free them from the time-consuming task of attempting to correlate a student's weaknesses with the State Education Department curriculum and the variety of commercial materials with which they had become familiar through years of use — a system that would make it feasible for them to devote a greater share of their time to making more precise diagnoses, implementing individualized prescriptions, and assessing mastery of skills. This *Taxonomy of Selected High School Equivalency Materials* for the teaching of reading contains just such a system.

George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development, directed the efforts of the following team of reading specialist in bringing this taxonomy to fruition:

Elizabeth Berger, State University of New York at Albany
Miriam Biskin, Cohoes High School
Peter Ceballos, Adult Learning Center, Albany
Gerald Cerne, South Colonie High School
Frances Loeffler, Washington Irving Adult Education Center, Schenectady
Virginia Rovelli, Ballston Spa Schools.

Joseph A. Mangano, Chief, Bureau of General Continuing Education, and Lois Matheson, associate, Unit on Basic Continuing Education contributed helpful suggestions during the initial planning stages of this publication.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education Curriculum Development

GORDON E. VAN HOOFT, *Director*
Division of Curriculum Development

This taxonomy has been developed as a tool to be used by instructors of High School Equivalency classes who are seeking an efficient system to guide them in preparing their students for the Test of General Educational Development. The system made possible by this taxonomy focuses exclusively on the development of those reading skills considered to be critical for the student to have mastered in order to participate in, and successfully complete, a High School Equivalency program. There are two stages to the system, the first being an inventory of an individual's high school equivalency reading skills, and the second, a prescription of materials that could be used to introduce and/or reinforce any of the skills the student has not mastered.

The instrument suggested for the inventory of high school equivalency reading skills is the Iowa Test of Educational Development, either form X-4 or Y-4. The materials suggested are three New York State Education Department publications plus six commercially available programs. The titles and sources of all materials referred to in this taxonomy are listed on the back of the Form X-4, subtest 5 graph card.

The skills of reading which a student should master before attempting the Test of General Educational Development are identified in *Developing High School Equivalency Reading Skills*, pages v and vi. This publication is an instructor's guide for teaching those skills. It contains, for each of the skills, a rationale, an instructional objective, an instructional model, and an evaluation. The instructional models are based on reading exercises which are also included in this publication. Both the models and the exercises assume that the student's independent reading level is about seventh grade. Accompanying each exercise is a series of assessments of comprehension, one or more of which tests for the specific skills the passage was used to develop. The principal intent of the reading passages is to provide an example for introducing the skill and, as such, their level of difficulty does not approach that of the Test of General Educational Development. Thus, for the purpose of providing other reading exercises which simulate the GED test, two publications from the State Education Department were developed.

Extending High School Equivalency Reading Skills, Parts 1 and 2 contain reading exercises only. These exercises, written at an estimated 12 to 14 grade reading level, are intended to fill the need for material which would both reinforce the skills taught and, simultaneously, provide students with an opportunity to apply those skills in interpreting passages written at a level of difficulty more nearly commensurate with that which they will encounter on the equivalency test. Each of the exercises in these two publications is keyed to the reading skills set forth in *Developing High School Equivalency Reading Skills*.

The keying or correlating of additional commercially available material to this original outline of reading skills completes the prescriptive offerings of this taxonomy. An item analysis of the Barron's, Learning Technology Incorporated, and Scott, Foresman High School Equivalency materials is included as a means of identifying sections of those programs which might be used as reinforcement with students functioning at a lower or entry reading level. An analysis of the Cambridge/Cowles and Simon and Schuster materials is included as a means of identifying those elements which might be keyed to the reading skills and used as reinforcement with students reading at an advanced level.

Finally, for the diagnostic inventory, an item analysis of subtests 5, 6, and 7 of forms X-4 and Y-4 of the Iowa Test of Educational Development is included. This test was chosen because it is the test routinely administered to all students entering a High School Equivalency program in New York State, and it is a test which seems to have some prognostic correlation with the Test of General Educational Development. This item analysis identified those questions which test for one or more of the reading skills identified in *Developing High School Equivalency Reading Skills*. Thus, by plotting a student's incorrect responses to the items of the subtests 5, 6, and 7, a profile of his or her high school equivalency reading skills can be derived, which in turn provides the basis of the individual's prescription of study to prepare for The Test of General Educational Development.

The plotting can be done on the graphs contained in this taxonomy. It is advised that a set of these graphs be duplicated for each student. In plotting a student's high school equivalency reading skills profile, select the graph which corresponds with the form and subtest of the ITED administered to the student. Record test items answered incorrectly by scanning left to right across the top row and then the bottom row of numbers. If the number of the test item is found in the top row of numbers, scan down the respective column and put a check in the circle. If the number of the test item answered incorrectly is in the bottom row, scan up the respective column and place a mark in the triangle.

When this plotting of a student's incorrect responses is completed, the number of marks in each row should be summed left to right and the total placed in the upper diagonal of the split rectangle in the right column. The number found in the lower diagonal indicates the total number of items on this subtest which assessed the reading skill printed just to the

right of the split rectangle. It is now possible to identify those reading skills which this student has probably not mastered.

In recording those items answered incorrectly, the instructor will note that not all items from the ITED subtest are indexed. The reason for this is that only those items which tested for the reading skills listed in *Developing High School Equivalency Reading Skills* are included. Therefore, when plotting a profile, ignore items answered incorrectly which are not indexed in either the top or bottom row of numbers (e.g. items 2, 6-12, form X-4, subtest 5). Also, it will be observed that some of the reading skills listed were not tested for by either form of the ITED (e.g. Understanding Political Cartoons, X-4, subtest 5). Therefore, these skills must be inventoried using either teacher-made tests or reading exercises from the State Education Department publications. The same would be true regarding the skills listed under General Vocabulary Development in *Developing High School Equivalency Reading Skills*. That is, each skill is represented by a prescription card in this taxonomy (cards V1 through V10) — they are considered to be critical reading skills — but, because they are not inventoried on the ITED, they will have to be tested for using these alternate means of assessment.

A final note regarding the profiling process. Because of the extensive listing of skills for interpreting literature, this subtest is spread over three pages. Therefore, in plotting the results of this subtest, the instructor must scan the rows and columns of these three pages to locate the circle or triangle which should be checked to record any incorrect responses.

Each of the reading skills entered in the extreme right column of the graphs is keyed to a prescription card which refers either the student or teacher (depending on the degree of individualization and self direction encouraged) to resources for introducing, reinforcing, and/or evaluating that particular reading skill . Examples of referral cues are cd SS 1 (card one in social studies), cd Sc 1 (card one in science), and cd L 1 (card one in literature).

Compression of information has made it necessary to use a number of abbreviations. In the Cambridge/Cowles or Simon and Schuster citations the large numerals refer to page numbers; the smaller exponents to the test item numbers. The larger numerals following an exponent refers to the page(s) on which an explanation of the correct answer is found (p. $13^{36,38}$; 23-24 indicated page 13, test item 36 and 38, the answers to which are found on pages 23-24). A page number with no exponent indicates a reading passage suitable for the development of test items.

The same manner of citation is used for Barron's material with the addition of a Roman numeral (pp. 284-286, IV^{25}; 286) to indicate a specific passage when more than one is found on the same page. The Learning Technology Incorporated material is programed; therefore, the only citation necessary (150^{*}) is the frame number and exponent when the accompanying question (s) are applicable.

A Tactics citation such as II cd 26/pp. 64-65, ex. 5, 6^{1-6} is to be read as follows: book II, card 26 found on pages 64-65 of the teachers manual, exercise 5 (instructor to develop test items), exercise 6, items 1-6. Note in Tactics books I and II the page numbers refer to the pages in the student's workbooks. Also note that Tactics lists their questions by both numerals and letters; therefore, there are both numeral and letter exponents.

The citation for *Extending High School Equivalency Reading Skills* — Parts 1 and 2 (pp. 22-24, S^{13}) is page number(s) plus an abbreviation and exponent to specify the reading selection (V=vocabulary, SS=social studies, S=science, NF=non-fiction, F=fiction, D=drama, and P=poetry, the exponent indicating the number of the selection).

In all citations, page numbers followed by an asterisk indicates general background material pertaining to the reading skill. It is suggested that students answering incorrectly 50 percent or more of the items of any particular skill begin their study with these explanatory references.

JOSEPH A. MANGANO, *Chief*
Bureau of General Continuing Education

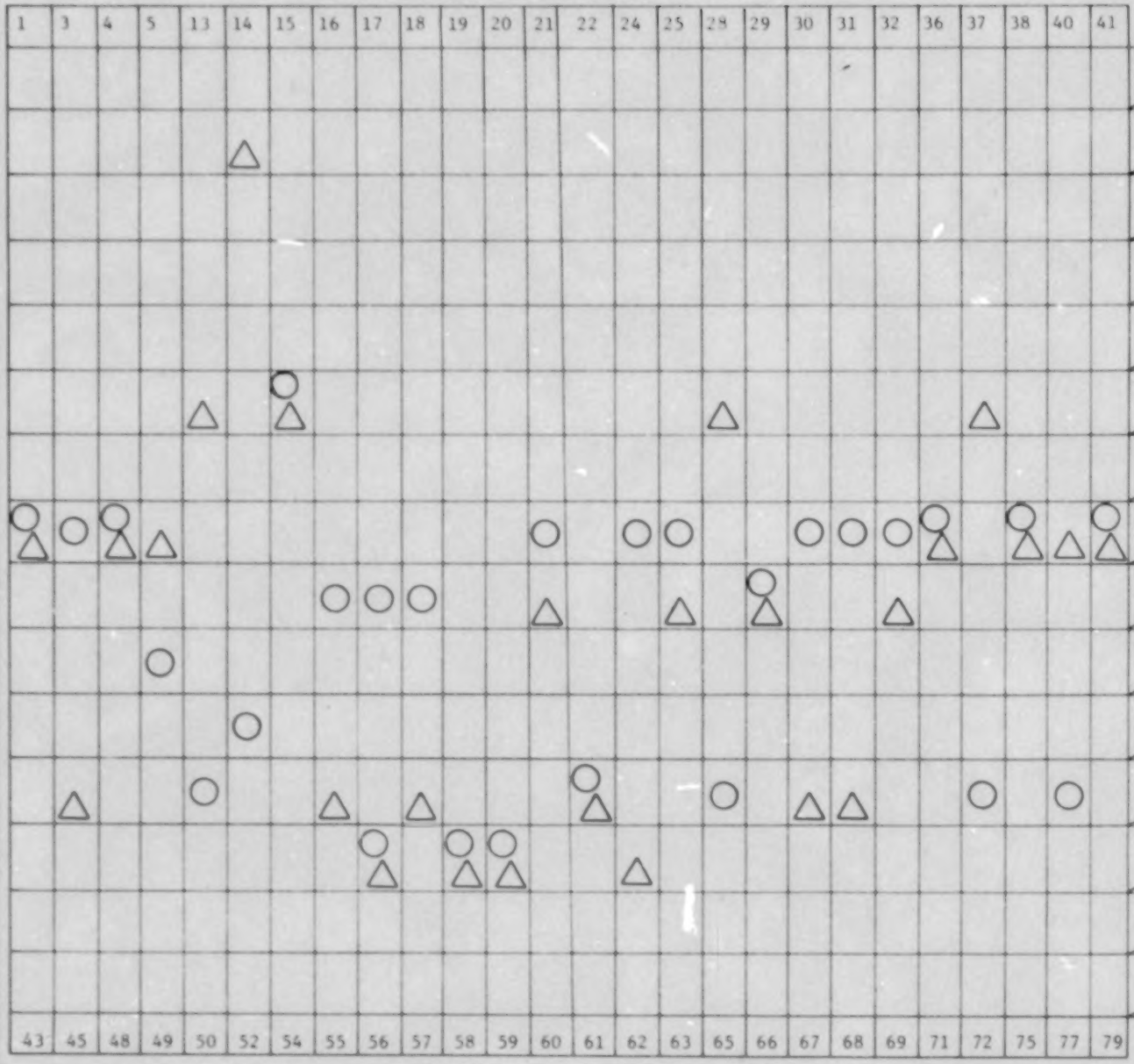
MARY L. REISS, *Director*
Division of Continuing Education

ITED X - 4

SUBTEST 5

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

STUDENT _____



Social Studies roots and affixes
cd SS 1

1 Using context clues
cd SS 2

General vocabulary used in a special sense/cd SS 3

Specialized vocabulary
cd SS 4

Identifying connotations as clues to author's bias/cd SS 5

5 Identifying the main idea by direct statement/ cd SS 6

Inferring the intended reader and intended effects/cd SS 7

19 Relating details to main idea
cd SS 8

8 Identifying emphases
cd SS 9

1 Identifying basis for organization
cd SS 10

1 Discriminating facts from opinions
cd SS 11

11 Inferring author's attitute toward topic/cd SS 12

7 Comparing divergent texts
cd SS 13

Comprehending charts and graphs
cd SS 14

Understanding political cartoons
cd SS 15

TITLES AND SOURCES OF MATERIALS

The State Education Department publications are:

- *Developing High School Equivalency Reading Skills* (1971-1972)
- *Extending High School Equivalency Reading Skills - Part I - Literature* (1973)
- *Extending High School Equivalency Reading Skills - Part II - Science, Social Studies, Mathematics* (1973)

Published by the University of the State of New York, The State Education Department, Bureau of Continuing Education Curriculum Development, Albany, New York

The six commercially available programs are:

- *Developing Reading Skills for the High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future Is Now* (1972)

Published by Barron's Educational Series, Inc., Woodbury, New York

- *Interpretation of Literary Materials* (1970)
  Interpretation of Reading Materials in the Natural Sciences (1973)
  Interpretation of Reading Materials in the Social Studies (1973)

Published by Cambridge/Cowles Book Company, 488 Madison Avenue, New York, New York

- *Interpretation of Literary Materials* (1974)

Published by Cambridge Book Company, New York Times Media Company, Inc., 488 Madison Avenue, New York, New York

- *Interpretation of Reading Materials* (1970)

Published by Learning Technology Incorporated, Albany, New York

- *Preparation for the High School Equivalency Test [Reading Part]* (1972)

Published by Simon and Schuster, 1 West 39th Street, New York, New York

- *Tactics in Reading I* (1961)
  Tactics in Reading II (1964)
  Tactics in Reading III (1967)

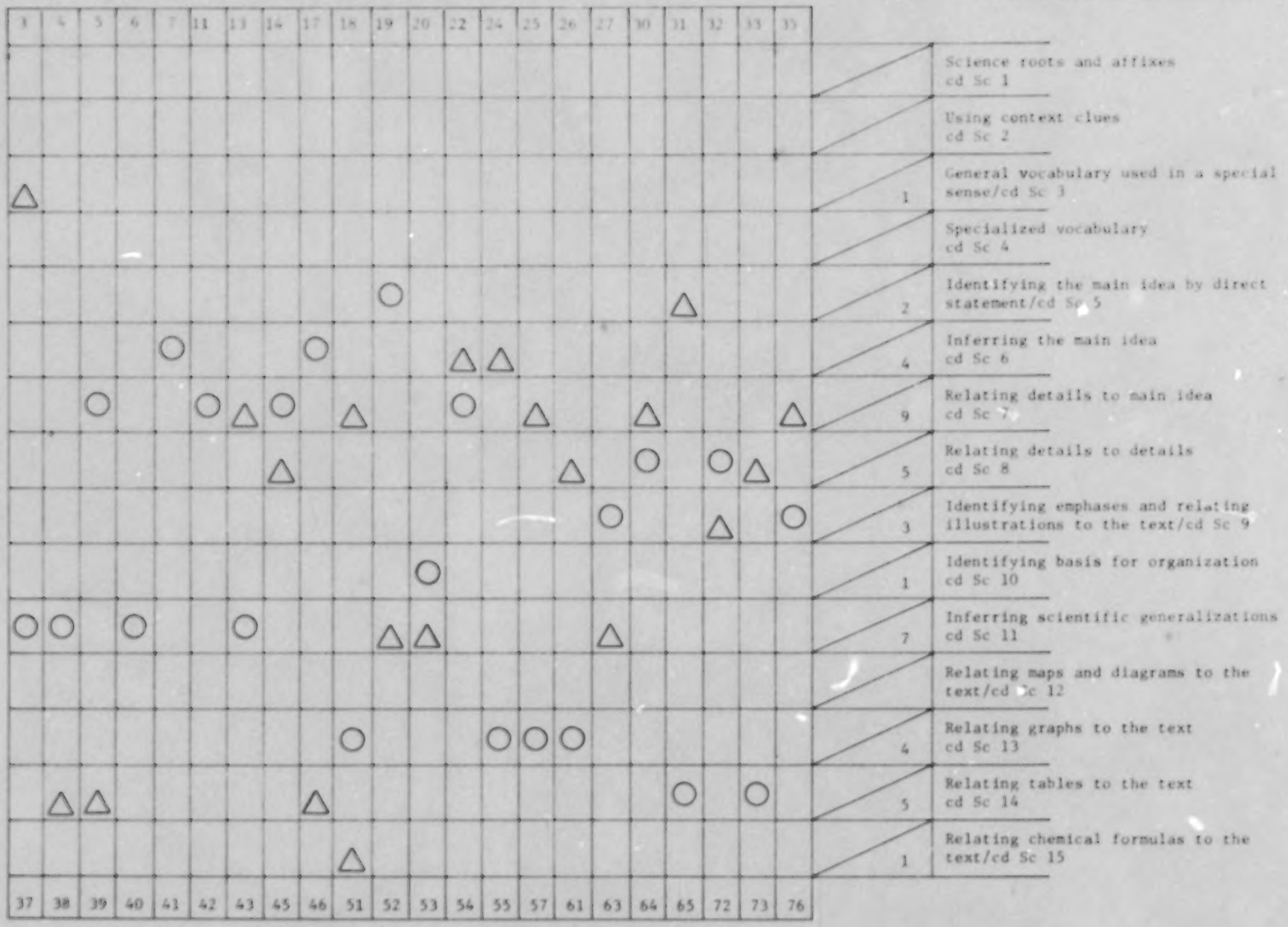
Published by Scott, Foresman and Company, Glenview, Illinois

The publisher of the Iowa Test of Educational Development is Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois.

SUBTEST 6

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

STUDENT _____

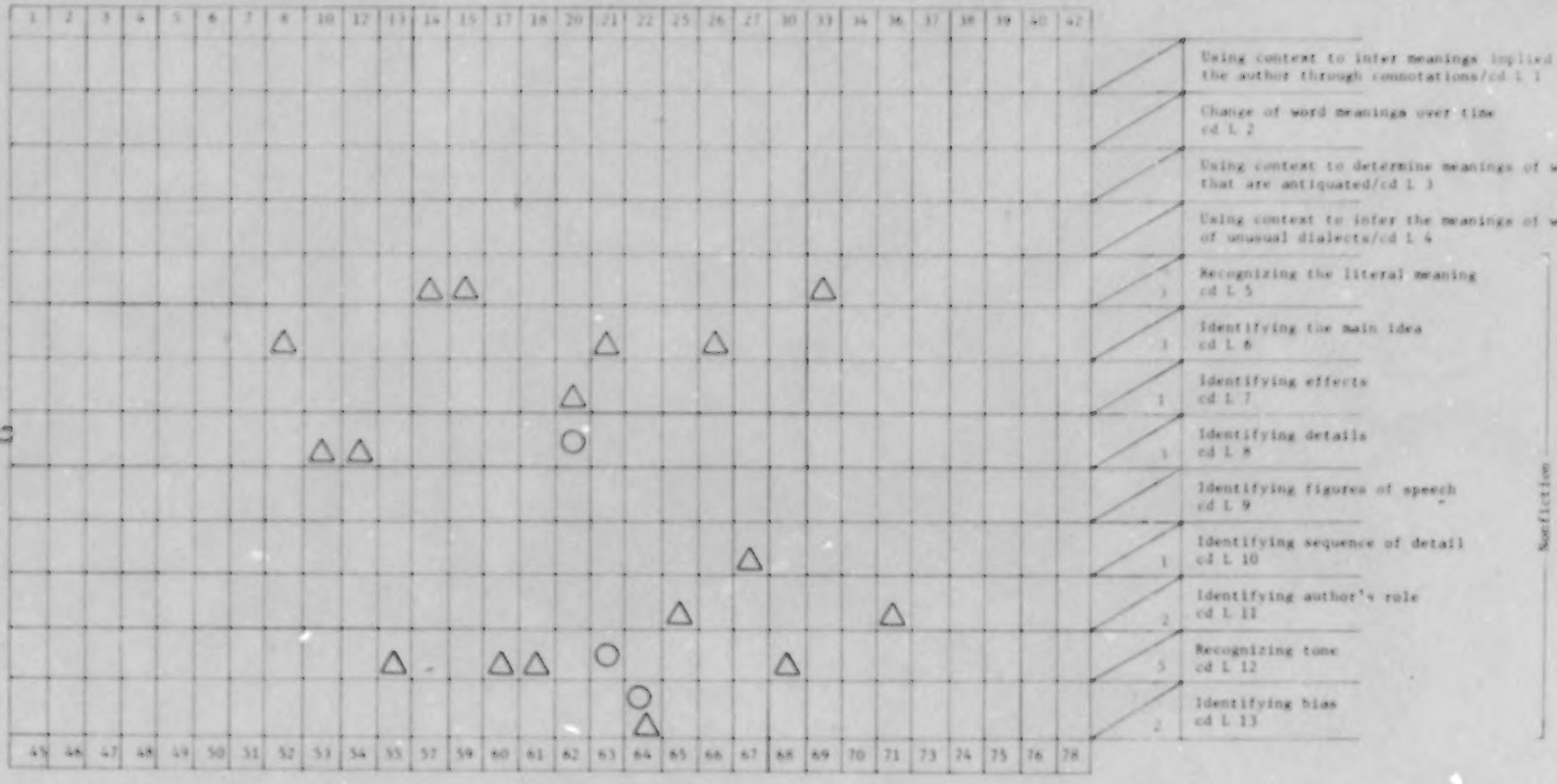

3 4 5 6 7 11 13 14 17 18 19 20 22 24 25 26 27 30 31 32 33 35
37 38 39 40 41 42 43 45 46 51 52 53 54 55 57 61 63 64 65 72 73 76
Science roots and affixes cd Sc 1
Using context clues cd Sc 2
1
General vocabulary used in a special sense/cd Sc 3
Specialized vocabulary cd Sc 4
2
Identifying the main idea by direct statement/cd Sc 5
4
Inferring the main idea cd Sc 6
9
Relating details to main idea cd Sc 7
5
Relating details to details cd Sc 8
3
Identifying emphases and relating illustrations to the text/cd Sc 9
1
Identifying basis for organization cd Sc 10
7
Inferring scientific generalizations cd Sc 11
Relating maps and diagrams to the text/cd Sc 12
4
Relating graphs to the text cd Sc 13
5
Relating tables to the text cd Sc 14
1
Relating chemical formulas to the text/cd Sc 15

ITED X - 4

SUBTEST 7

ABILITY TO INTERPRET LITERARY MATERIALS

STUDENT _____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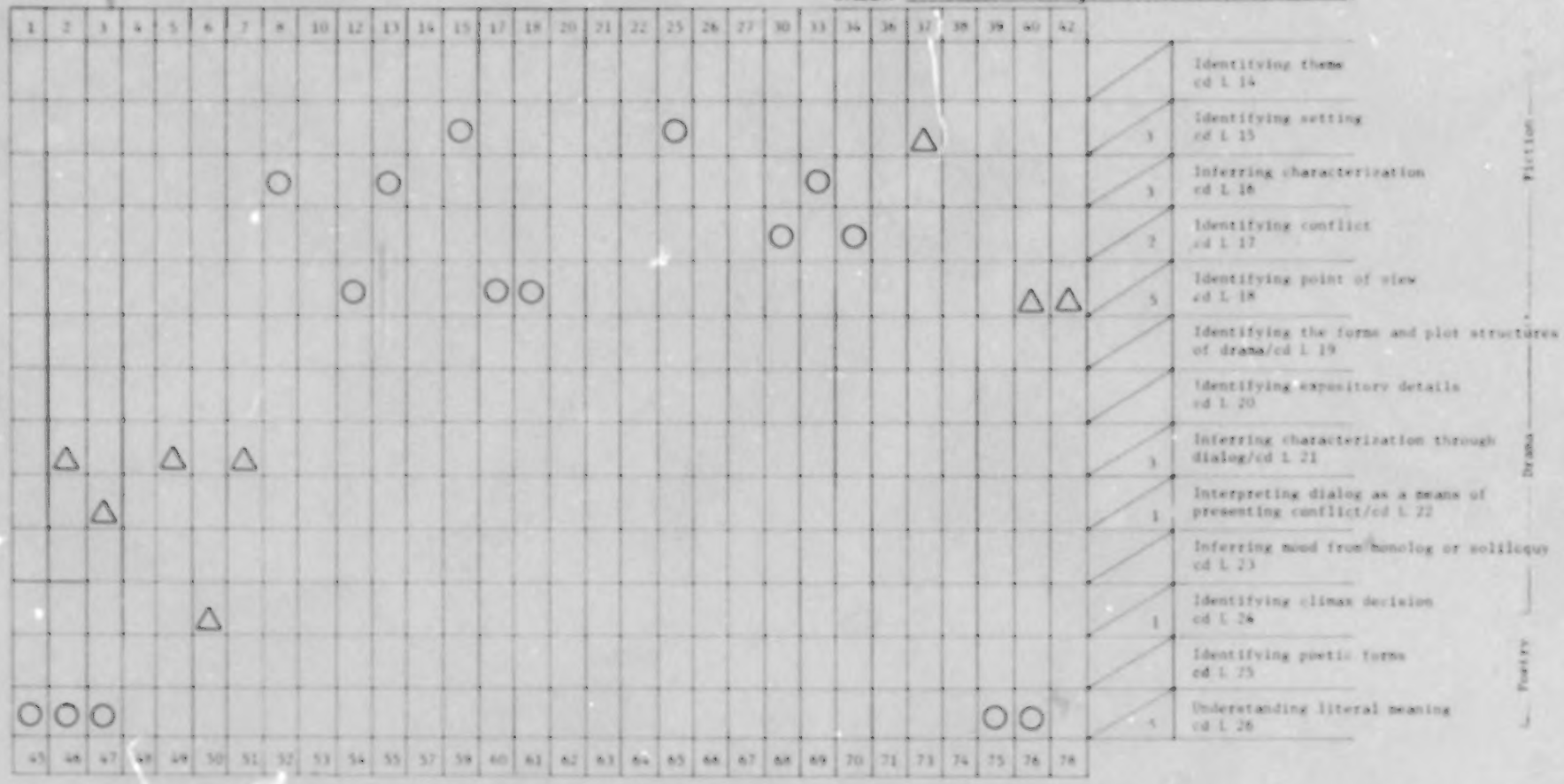
43 46 47 48 49 50 51 52 53 54 55 57 59 60 61 62 63 64 65 66 67 68 69 70 71 73 74 75 76 78
Using context to infer meanings implied by the author through connotations/cd L 1
Change of word meanings over time cd L 2
Using context to determine meanings of words that are antiquated/cd L 3
Using context to infer the meanings of words of unusual dialects/cd L 4
Recognizing the literal meaning cd L 5
Identifying the main idea cd L 6
Identifying effects cd L 7
Identifying details cd L 8
Identifying figures of speech cd L 9
Identifying sequence of detail cd L 10
Identifying author's role cd L 11
Recognizing tone cd L 12
Identifying bias cd L 13
Nonfiction

ITED x - 4

SUBTEST 7

ABILITY TO INTERPRET LITERARY MATERIALS

STUDENT _____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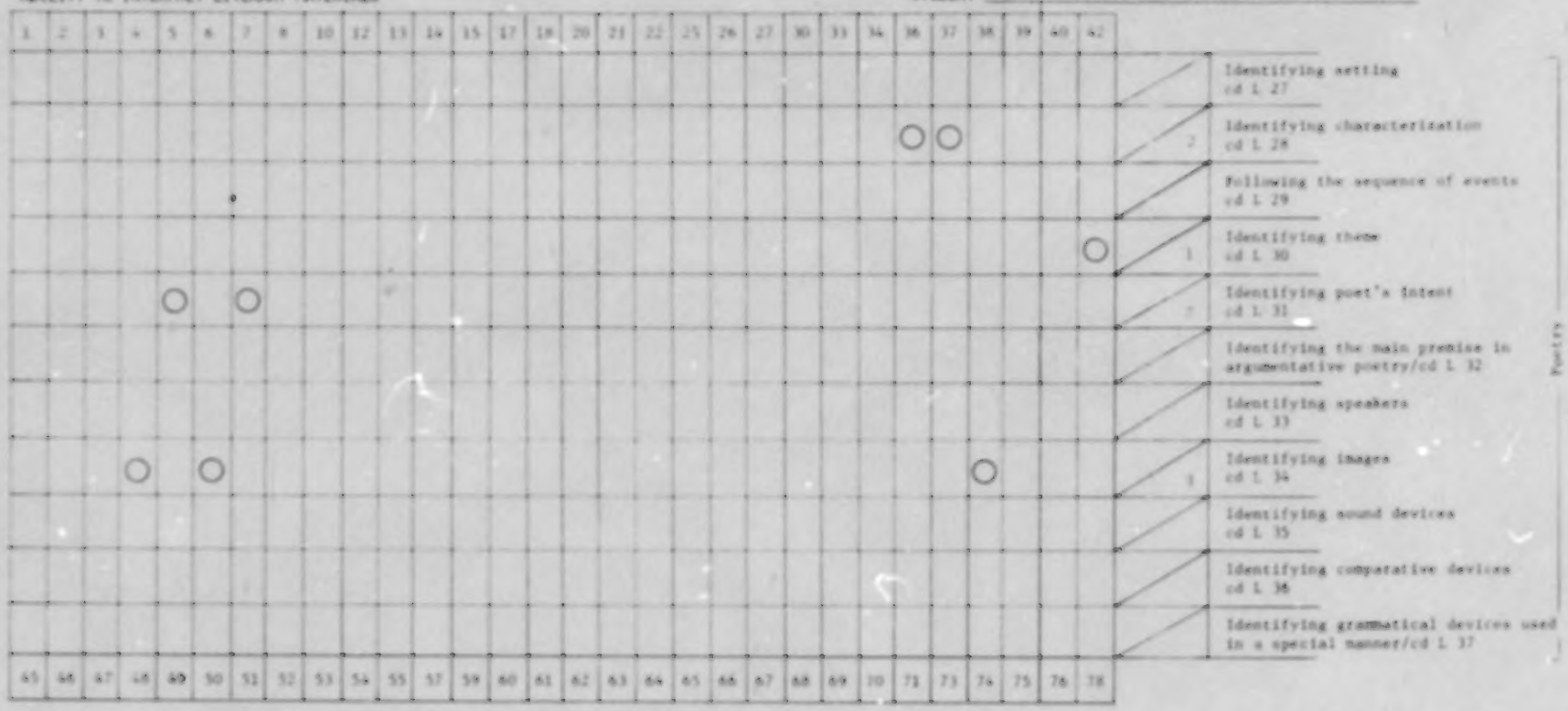
Identifying theme cd L 14
3 Identifying setting cd L 15
3 Inferring characterization cd L 16
2 Identifying conflict cd L 17
5 Identifying point of view cd L 18
Identifying the forms and plot structures of drama/cd L 19
Identifying expository details cd L 20
3 Interring characterization through dialog/cd L 21
1 Interpreting dialog as a means of presenting conflict/cd L 22
Inferring mood from monolog or soliloquy cd L 23
1 Identifying climax decision cd L 24
Identifying poetic forms cd L 25
5 Understanding literal meaning cd L 26
Fiction
Drama
Poetry
43 46 47 49 49 50 51 52 53 54 55 57 59 60 61 62 63 64 65 66 67 68 69 70 71 73 74 75 76 78

ITED X - 4

SUBTEST 7

ABILITY TO INTERPRET LITERARY MATERIALS

STUDENT _____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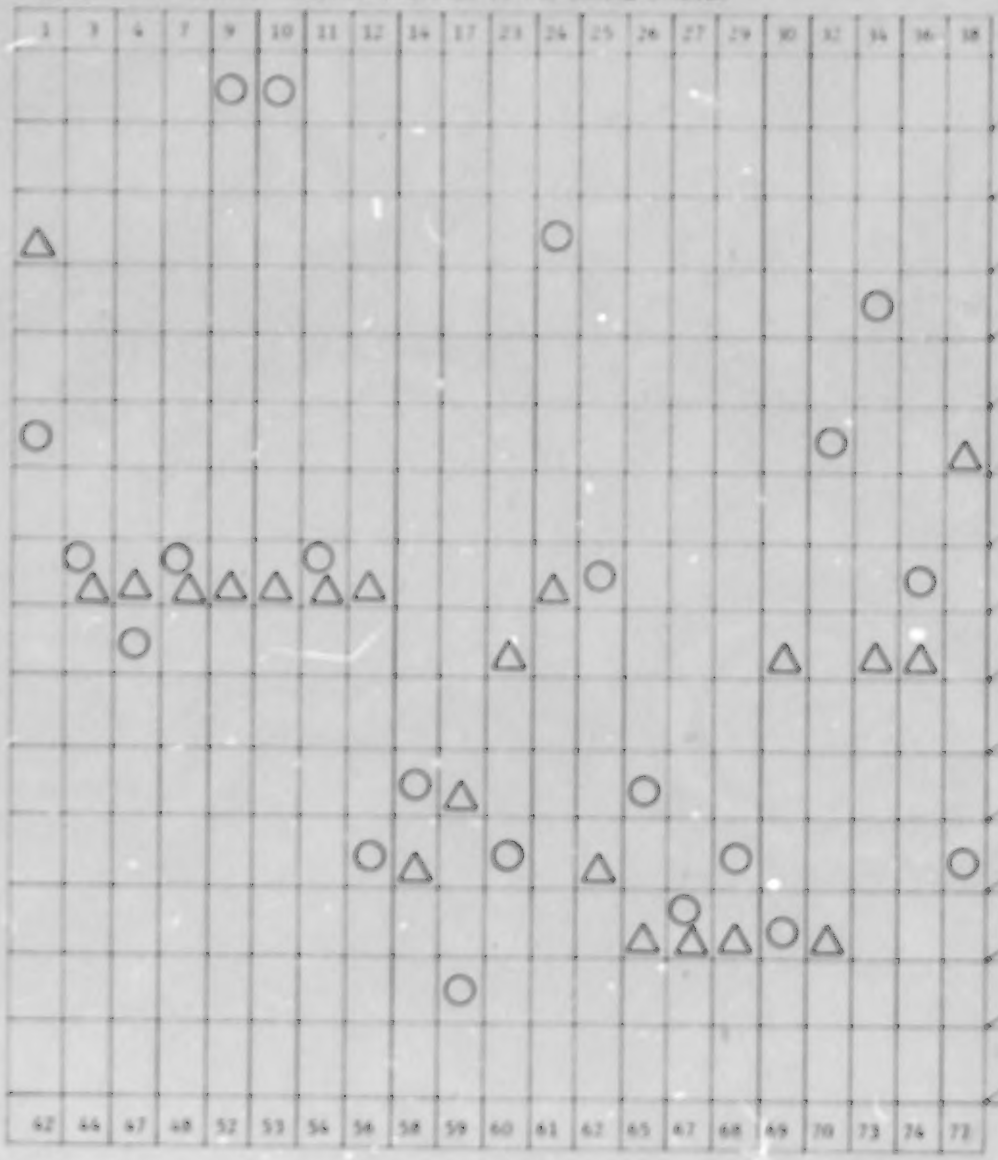
Identifying setting cd L 27
Identifying characterization cd L 28
Following the sequence of events cd L 29
Identifying theme cd L 30
Identifying poet's intent cd L 31
Identifying the main premise in argumentative poetry/cd L 32
Identifying speakers cd L 33
Identifying imagery cd L 34
Identifying sound devices cd L 35
Identifying comparative devices cd L 36
Identifying grammatical devices used in a special manner/cd L 37
Poetry
45 46 47 48 49 50 51 52 53 54 55 57 59 60 61 62 63 64 65 66 67 68 69 70 71 73 74 75 76 78

ITED Y - 4

SUBTEST 5

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

STUDENT _____



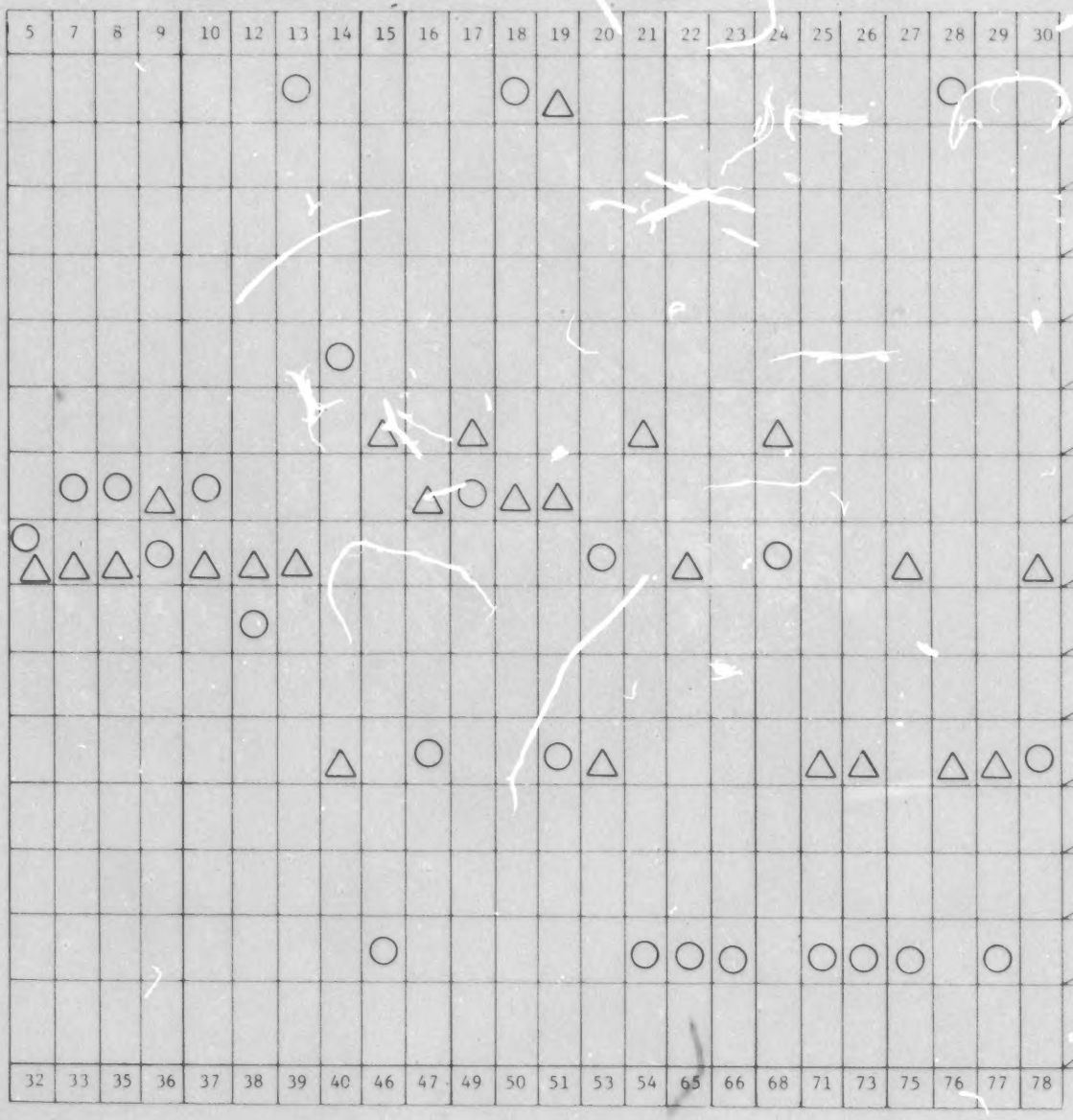
2	Social Studies roots and affixes cd SS 1
	Using context clues cd SS 2
2	General vocabulary used in a special sense/cd SS 3
1	Specialized vocabulary cd SS 4
	Identifying connotations as clues to author's bias/cd SS 5
3	Identifying the main idea by direct statement/cd SS 6
	Inferring the intended reader and intended effects/cd SS 7
13	Relating details to main idea cd SS 8
5	Identifying emphases cd SS 9
	Identifying basis for organization cd SS 10
3	Discriminating facts from opinions cd SS 11
6	Inferring author's attitude toward topic/cd SS 12
6	Comparing divergent texts cd SS 13
1	Comprehending charts and graphs cd SS 14
	Understanding political cartoons cd SS 15

ITED Y –

SUBTEST 6

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

STUDENT _____



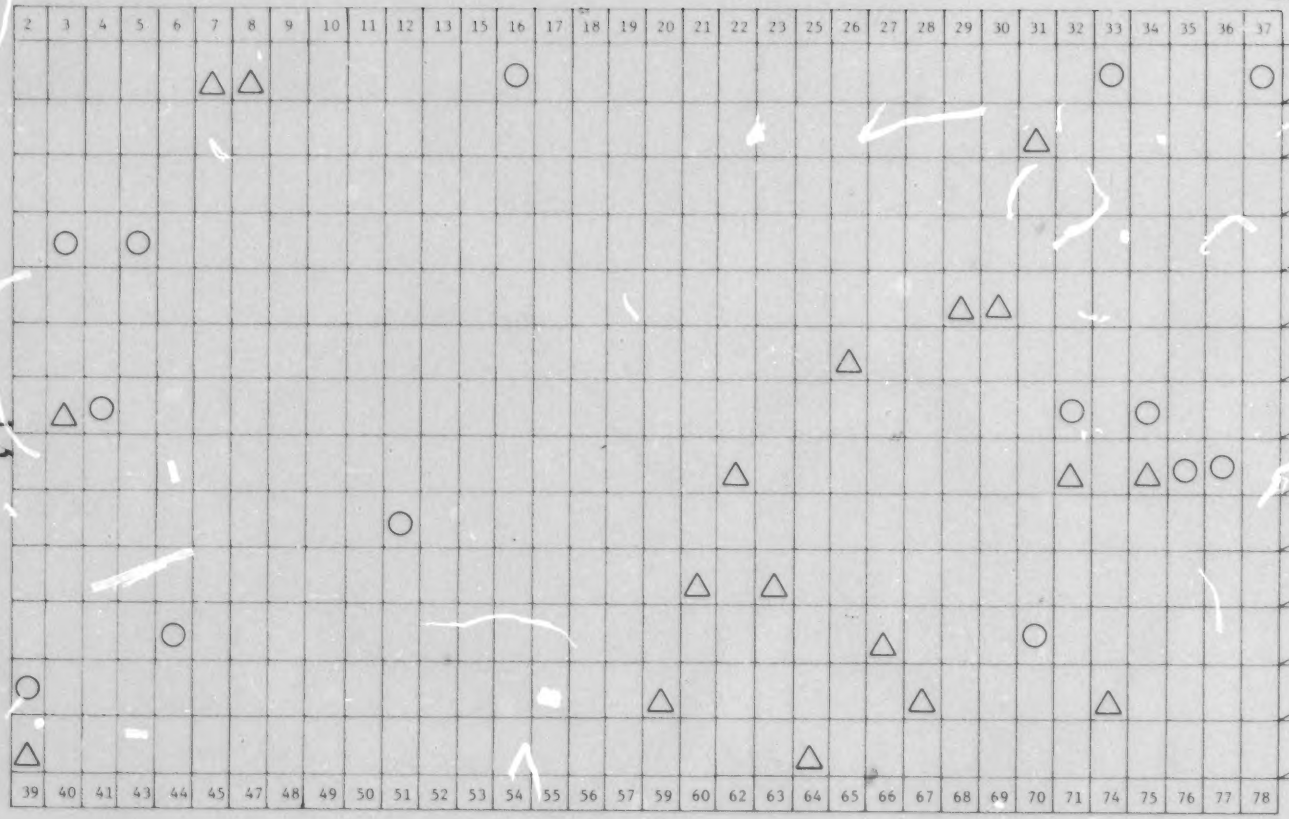
4	Science roots and affixes cd Sc 1
	Using context clues cd Sc 2
	General vocabulary used in a special sense/cd Sc 3
	Specialized vocabulary cd Sc 4
1	Identifying the main idea by direct statement/cd Sc 5
4	Inferring the main idea cd Sc 6
8	Relating details to main idea cd Sc 7
13	Relating details to details cd Sc 8
1	Identifying emphases and relating illustrations to the text/cd Sc 9
	Identifying basis for organization cd Sc 10
9	Inferring scientific generalizations cd Sc 11
	Relating maps and diagrams to the text/cd Sc 12
	Relating graphs to the text cd Sc 13
8	Relating tables to the text cd Sc 14
	Relating chemical formulas to the text/cd Sc 15

ITED Y - 4

SUBTEST 7

ABILITY TO INTERPRET LITERARY MATERIALS

STUDENT _____



5	Using context to infer meanings implied by the author through connotations/cd L 1
1	Change of word meanings over time cd L 2
	Using context to determine meanings of words that are antiquated/cd L 3
2	Using context to infer the meanings of words of unusual dialects/cd L 4
2	Recognizing the literal meaning cd L 5
1	Identifying the main idea cd L 6
4	Identifying effects cd L 7
5	Identifying details cd L 8
1	Identifying figures of speech cd L 9
2	Identifying sequence of detail cd L 10
3	Identifying author's role cd L 11
4	Recognizing tone cd L 12
2	Identifying bias cd L 13

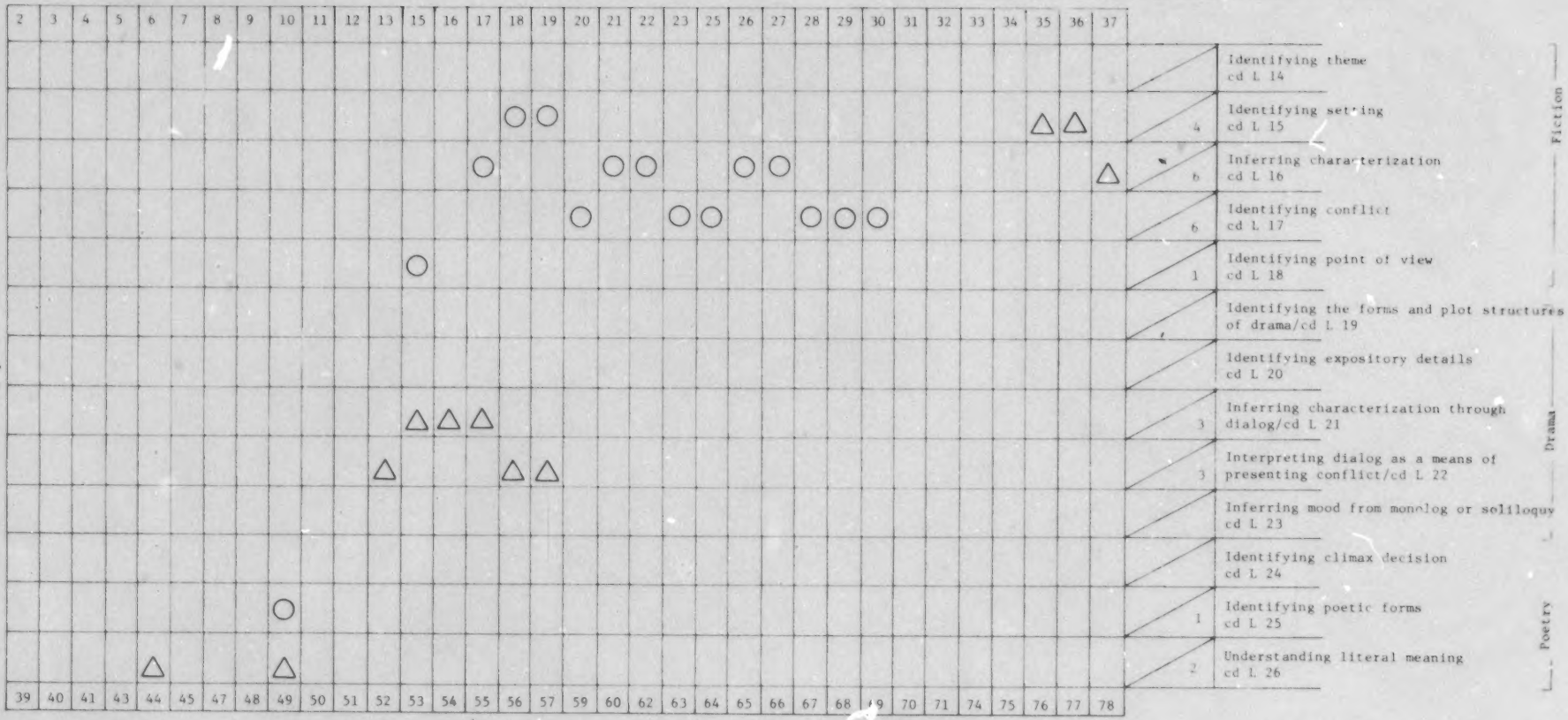
Nonfiction

ITED Y - 4

SUBTEST 7

ABILITY TO INTERPRET LITERARY MATERIALS

STUDENT _____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Identifying theme cd L 14
4 Identifying setting cd L 15
6 Inferring characterization cd L 16
6 Identifying conflict cd L 17
1 Identifying point of view cd L 18
Identifying the forms and plot structures of drama/cd L 19
Identifying expository details cd L 20
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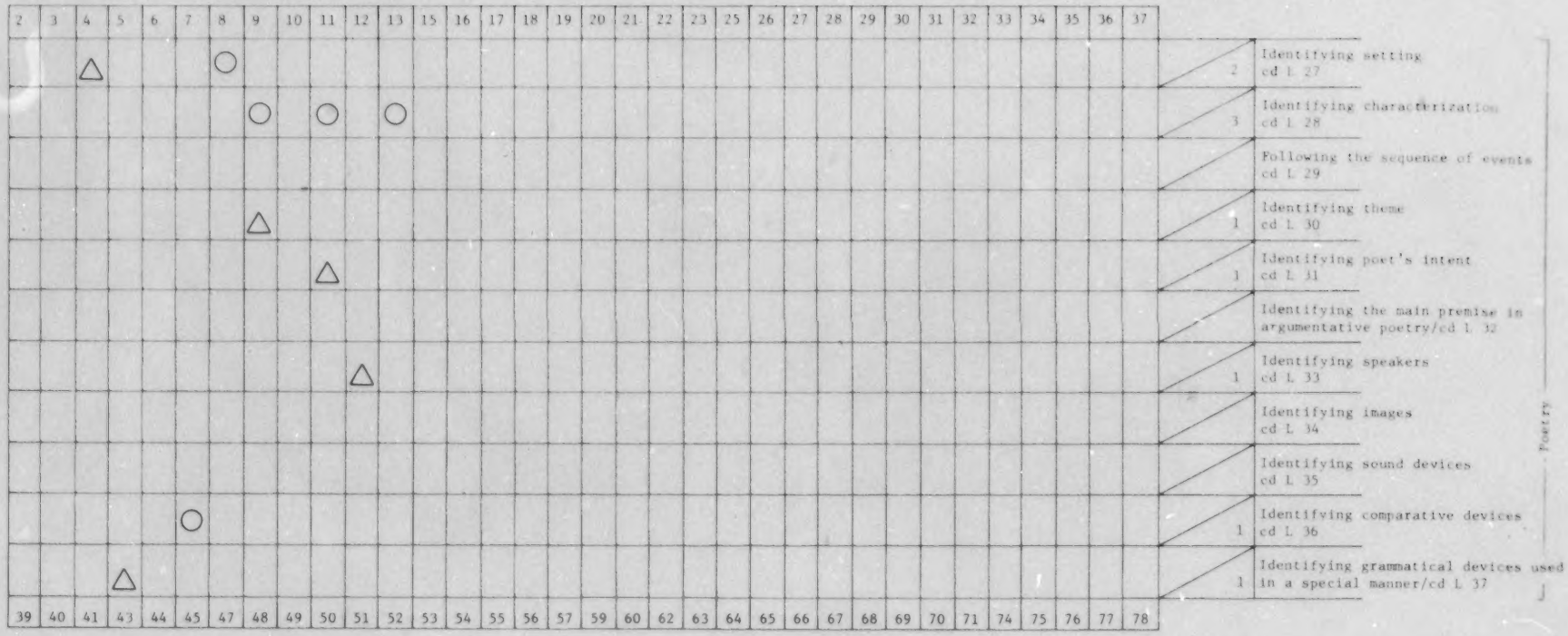
Inferring mood from monolog or soliloquy cd L 23
Identifying climax decision cd L 24
1 Identifying poetic forms cd L 25
2 Understanding literal meaning cd L 26
Fiction
Drama
Poetry

ITED Y - 4

SUBTEST 7

STUDENT _____

ABILITY TO INTERPRET LITERARY MATERIALS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39 40 41 43 44 45 47 48 49 50 51 52 53 54 55 56 57 59 60 62 63 64 65 66 67 68 69 70 71 74 75 76 77 78
2 Identifying setting cd L 27
3 Identifying characterization cd L 28
Following the sequence of events cd L 29
1 Identifying theme cd L 30
1 Identifying poet's intent cd L 31
Identifying the main premise in argumentative poetry/cd L 32
1 Identifying speakers cd L 33
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Identifying sound devices cd L 35
1 Identifying comparative devices cd L 36
1 Identifying grammatical devices used in a special manner/cd L 37
Poetry

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) p. 3

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

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GED test simulation

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GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY DEFINITIONS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 4-5

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
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Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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cd V 2

GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY EXAMPLES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 6-7

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Frame 71[1,2,3]
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
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Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GT

cd V 3

GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY MODIFIERS

Instruction

Developing High School Equivalency Reading Skills, (NYSED, 1972) pp. 8-9

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
p. 100
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Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY RESTATEMENTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 10-11

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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
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Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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cd V 5

GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE IMPLIED BY REPETITION OF KEY WORDS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 12-13

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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cd V 6

GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE IMPLIED BY CONNECTING WORDS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 14-15

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Science and Literature (Simon and Schuster, 1971)
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GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE IMPLIED BY PARALLEL SENTENCE STRUCTURE

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 16-17

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
p. 86

GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
p. 24

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GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE IMPLIED BY RESTATEMENTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 16-17

Lower level reinforcement

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Upper level reinforcement

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Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GENERAL VOCABULARY DEVELOPMENT

DETERMINING MEANINGS WHICH ARE IMPLIED BY ANTONYMS OR BY CONTRAST

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 18-19

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies, (Cambridge, 1973)
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GED test simulation

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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cd V 10

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

USING ROOTS AND AFFIXES COMMONLY FOUND IN SOCIAL STUDIES READING MATERIAL

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 22-23

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Tactics (Scott, Foresman and Company, 1961-1967)
I cd 10/p. 31, ex. 16 1-20
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I cd 1/p. 13, ex. 7 +8-49

Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
pp. 61-63*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
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cd SS 1

ABILITY TO INTERPRET READING MATERIALS
IN THE SOCIAL STUDIES

USING CONTEXT CLUES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 24-25

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
p. 33, SS[2]

cd SS 2

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

GENERAL VOCABULARY USED IN A SPECIAL SENSE

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 26-27

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 162-163

Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
pp. 82-83

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 15, 24
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
p. 34, SS[3]

ABILITY TO INTERPRET READING MATERIALS
IN THE SOCIAL STUDIES

SPECIALIZED VOCABULARY

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 28-29

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Sciences, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Tactics (Scott, Foresman and Company, 1961-1967)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 18, 107-116
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†(refers only to important terms explained)

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
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cd SS 4

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

IDENTIFYING CONNOTATIONS AS CLUES TO AUTHOR'S BIAS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 30-31

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
pp. 36-38, SS[10-12]

cd SS 5

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 32-33

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
p. 39, SS[13]

SS 6 cd

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

INFERRING THE INTENDED READER AND INTENDED EFFECTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 34-35

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
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cd SS 7

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

RELATING DETAILS TO MAIN IDEA

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 36-37

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
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cd SS 8

ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

IDENTIFYING EMPHASES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 38-39

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
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ABILITY TO INTERPRET READING MATERIALS IN THE SOCIAL STUDIES

IDENTIFYING BASIS FOR ORGANIZATION

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 38-39

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Tactics (Scott, Foresman and Company, 1961-1967)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
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cd SS 10

ABILITY TO INTERPRET READING MATERIALS
IN THE SOCIAL STUDIES

DISCRIMINATING FACTS FROM OPINIONS

Instruction

Developing High School Equivalency Reading Skills, (NYSED, 1972) pp. 40-41

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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GED test simulation

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Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 42-43

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
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Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
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GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics, (NYSED, 1973)
p. 50, SS[19]

cd SS 12

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

SPECIALIZED VOCABULARY

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 62-63

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
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Frame 40
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High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
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Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
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pp. 132-133[21]; 150
pp. 159-167*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 117-134*
pp. 52-53[3]
pp. 203-205[3,5,6]
pp. 210-212[21]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
p. 7, S[5]

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 64-65

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 106
Frame 114-115
Frame 118
Frame 120[7]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 35-38*
pp. 40, VII[3]; 43
pp. 280-282, II
pp. 282-284, III
pp. 284-286, IV
pp. 293-294, I
pp. 300-301, V
pp. 310-311, VI[27]; 312

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 39/p. 89, ex. 3[1-5]
I cd 41/p. 93, ex. 6A[1-3], 6B

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
p. 26[1]; 26
pp. 26-27[1]; 27
pp. 27[2]; 27
pp. 84-85[2,5]; 89

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 48-49[1]
p. 49[1]
pp. 50-51[1]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 8-9, S[5]

cd Sc 5

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 44-47

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972
pp. 98-99*

Upper level reinforcement

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 188-189[26-29]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
pp. 51-53, SS[20]

ABILITY TO INTERPRET READING MATERIALS
IN THE SOCIAL STUDIES

COMPREHENDING CHARTS AND GRAPHS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 47-49

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 163-169*
pp. 171, VI[25-26]; 174
pp. 172-173, VII[28-31]; 174
pp. 175-186*
pp. 186-193, I-IV[26-43]; 43
pp. 226-229, I, II[1-12]; 233

Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
pp. 15-16[23-28]; 22-23
pp. 69-71[13-16]; 73-74
pp. 115-121[1-15]; 129-131

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 190-191[36-40]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
pp. 54-55, SS[21]

cd SS 14

ABILITY TO INTERPRET READING MATERIALS
IN THE SOCIAL STUDIES

UNDERSTANDING POLITICAL CARTOONS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 50-51

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 218-220*
pp. 221-222, Cartoon II[3-5]; 225
pp. 223-224, Cartoon III[10-12]; 225
pp. 224-225, Cartoon IV[13-15]; 225
p. 232, Cartoon I[18-21]; 233

Upper level reinforcement

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics (NYSED, 1973)
p. 56, SS[22]

cd SS 15

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

USING CHARACTERISTIC ROOTS AND AFFIXES AND STRUCTURAL SIMILARITIES FOUND IN TECHNICAL TERMS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 54-55

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 105-107
Frame 116

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 94-95, VIII
pp. 160-161*
pp. 245-246*
pp. 275-277, $I^{7,10}$; 277

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 10/p. 31, ex. 17
II cd 8*/p. 24*, ex. $3A^{5}$, $3B^{13,19}$
II cd 10A*/pp. 28-29*, ex. $8^{1-5,13}$, ex. $9^{2,4,5}$
II cd 10B/pp. 30-31, ex. $11^{9,10,23,26-28,30}$, ex. 12*

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 54-57*
pp. $77-79^{7}$; 87
pp. 110-112

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. $203-205^{6}$
pp. $205-207^{12}$
pp. $223-224^{61}$

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 1-2, S^{1}, S^{2}

cd Sc 1

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

USING CONTEXT CLUES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 56-59

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 45[2]
Frame 65[2]
Frame 66[2]
Frame 71[1-3]
Frame 102
Frame 103[1]
Frame 105[1,2]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 55-56, VII[28]; 56
pp. 57-64*
pp. 70-71, II[9]; 76
pp. 249-252, I[3]; 250
pp. 293-294, I[1,2]; 294
pp. 304-306, III
pp. 310-311, VI[28]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 12-13[16]; 20
pp. 61-63[6]; 70
pp. 95-97[12]; 105
pp. 108-109[5]; 120

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 36-37[1,4]
pp. 39-40[5]
pp. 205-207[8]
pp. 220-222[56]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 3-4, S[3]

cd Sc 2

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

GENERAL VOCABULARY USED IN A SPECIAL SENSE

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 60-61

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 99
Frame 106
Frame 114[1,4]
Frame 115

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 12-14*
pp. 66-67, XIV[18]; 68
pp. 282-284, III[21,24]; 283-284
pp. 284-286, V[28]; 286
pp. 293-294, I
pp. 297-298, IV[11]; 298
pp. 313-324*

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 38
pp. 93-94[8]; 104
pp. 108-109[4]; 120
pp. 159-167*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 117-134*
pp. 39-40
pp. 207-210[17]
pp. 220-222[56]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 5-6, S[4]

cd Sc 3

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

INFERRING THE MAIN IDEA

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 66-67

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 107
Frame 116
Frame 119
Frame 137[1, 2]
Frame 150[1]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 38-40, V*
pp. 53-54, VI[16]; 56
pp. 54-55, VII[21]; 56
pp. 55-56, VIII[25]; 56
pp. 249-252, I[1]; 249
pp. 254-255, IV[7]; 257
pp. 255-256, V[16]; 257
pp. 275-277, I[5]; 277
pp. 302-303, I[1]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 30-31[1]; 31
p. 33*
pp. 61-63
pp. 68-69

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 36-37[4]
pp. 37-38[1]
pp. 38-39[1]
pp. 39-40[1]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 10-11, S[7]

cd Sc 6

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING DETAILS TO MAIN IDEA

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 68-69

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 87
Frame 104[2,3]
Frame 106[1]
Frame 107[1-3]
Frame 114[2,3]
Frame 116[1-4]
Frame 119[1-5]
Frame 120[1-6]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 45-46, I[1-3]; 46
pp. 70-71, II[7-10]; 76
pp. 74-76, V[25]; 76
pp. 96-97, X[17]; 97
pp. 280-282, II
pp. 282-284, III[22]; 283
pp. 300-301, V[16-18]; 301

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 12-13[12]; 19
pp. 16-17[24]; 21
pp. 36-37[1,2]; 37
pp. 95-97[15]; 105

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 38-39[3]
pp. 46-47[3,4]
pp. 47-48[4]
pp. 50-51[3]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 12-13, S[6]

cd Sc 7

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING DETAILS TO DETAILS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 70-71

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 105
Frame 115
Frame 150

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 53-54, VI[17-19]; 56
pp. 54-55, VII[22-24]; 56
pp. 249-252, I[2]; 250
pp. 275-277, I[8]; 277
pp. 295-296, II
pp. 306-308, IV[19,22,23]; 312
pp. 310-311, VI[29]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 58-60[5]; 70
pp. 61-63[8]; 71
pp. 90-92[3]; 103
pp. 113-114[11]; 121

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 43-44[5]
pp. 203-205[1,2]
pp. 205-207[7,9]
pp. 212-214[26]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 14-15, S[9]

cd Sc 8

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

IDENTIFYING EMPHASES AND RELATING ILLUSTRATIONS TO THE TEXT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 70-73

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 105
Frame 150[4]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 261-263
pp. 264-266, I
pp. 268-269, VI[6]; 268
pp. 280-282, II[16-20]; 290
pp. 282-284, III[22,23]; 283-284
pp. 284-286, IV[26,27]; 286
pp. 293-294, I[2]; 294
pp. 297-299, III, IV
pp. 306-308, IV[21]; 312
pp. 308-310, V[24-26]; 312

Tactics (Scott, Foresman and Company, 1961-1967)
Icd 40/p. 91, ex. 4[2]
III pp. 89-90[1]

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 66-67[16,18,20]; 72-73
pp. 74-76[5]; 86
pp. 93-94[7]; 104
pp. 142-144[54]; 156

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 36-37[2]
pp. 45-46[2]
pp. 207-210[14]
pp. 220-222[55]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 16-17, S[10]

cd Sc 9

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

IDENTIFYING BASIS FOR ORGANIZATION

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 74-75

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 115-116
Frame 120
Frame 150

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 117-119, IX
p. 253, II
pp. 263-264*
pp. 271-272, VII[11]; 272
pp. 297-299, IV
pp. 302-303, I

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 27/p. 64, ex. 3A[1], 3B[1]
II cd 40A/p. 96, ex. 6A[1,2]; 6B[3-6]

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 16-17[2 3]; 21
pp. 40-41[1]; 41
pp. 90-92[5]; 103
pp. 118-119

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 47-48[3]
pp. 48-49[4]
pp. 37-38[2]
pp. 45-46[4]

GED simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 18-19, S[11]

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cd Sc 10

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

INFERRING SCIENTIFIC GENERALIZATIONS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 76-77

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 104[1]
Frame 108
Frame 110
Frame 112[2,3]
Frame 144

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 87-94*
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pp. 98-106, I-IX*
pp. 114-115, V[3,4]; 114-115
pp. 123-124, II[1,2]; 123-124
pp. 137-138, VII[4]; 138
pp. 254-255, IV[10]; 257
pp. 264-266, I[1]; 265
pp. 266-267*
pp. 271-272, VIII[14]; 272
pp. 302-303, I[2]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
p. 41[1]; 41
pp. 42-43[1]; 43
p. 45[1]; 46
pp. 77-79[6]; 86

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 41-42[1]
pp. 53-54[2]
p. 55[2]*(test 23)
pp. 56-57[2]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 20-21, S[12]

cd Sc 11

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING MAPS AND DIAGRAMS TO THE TEXT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 78-79

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 194-206*
pp. 206-207, I[18-21]; 210
pp. 208-209[22-26]; 210
pp. 209-210[27-31]; 210
pp. 288-290, VI[35-38]; 290

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 19-20, ex. 10

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 52-53*
pp. 115-117[19]; 122

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 22-24, S[13]

cd Sc 12

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING GRAPHS TO THE TEXT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 80-81

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 179-186*
pp. 278-279[11-15]; 279
pp. 286-288, V[29-33]; 290
pp. 304-306, III[13-18]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 14-15[18,20,21]; 20
p. 52
pp. 84-85[21-25]; 89
pp. 115-117

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 25-26, S[14]

5-1

cd Sc 13

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING TABLES TO THE TEXT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 82-83

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 175-179*
pp. 274-275[3,4]; 275
pp. 275-277, I[7,9,10]; 277
pp. 303-304, II[7-10,12]; 312

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 80-81[11-15]; 87-88
pp. 84-85[21-25]; 89
pp. 100-102[22,24,25]; 107

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 212-214

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 27-28, S[15]

cd Sc 14

ABILITY TO INTERPRET READING MATERIALS IN THE NATURAL SCIENCES

RELATING CHEMICAL FORMULAS TO THE TEXT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 84-85

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 274-275[2-4]; 274-275
pp. 284-286, IV[25]; 286
pp. 293-294, I[3,4]; 294
pp. 295-296, II[6-10]; 296

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
pp. 80-81[12,14]; 87-88
pp. 82-83[18]; 88
pp. 84-85[21-24]; 89
pp. 110-112

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 212-214

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Science, Social Studies, Mathematics (NYSED, 1973)
pp. 29-30, S[16]

ABILITY TO INTERPRET LITERARY MATERIALS (VOCABULARY)

USING CONTEXT TO INFER MEANINGS IMPLIED BY THE AUTHOR THROUGH CONNOTATIONS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 88-89

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 29-92*

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 57-67*
pp. 338-340*
pp. 365-366, VI[2,4]
pp. 378-379, III[1,2]

Upper level reinforcement

Interpretation of Literary Materials (Cambridge, 1974)
pp. 63-64 lines [13,21,40]
pp. 109-110 line [29]
pp. 139-140[64,67]; 157
p. 141[75]; 158

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 4-5, V5-V7

cd L 1

ABILITY TO INTERPRET LITERARY MATERIALS (VOCABULARY)

CHANGE OF WORD MEANINGS OVER TIME

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 90-91

Lower level reinforcement

Upper level reinforcement

Interpretation of Reading Materials in the Natural Sciences (Cambridge, 1973)
p. 107[8]

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 7, V[13]

cd L 2

ABILITY TO INTERPRET LITERARY MATERIALS (VOCABULARY)

USING CONTEXT TO DETERMINE MEANINGS OF WORDS THAT ARE ANTIQUATED

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 92-93

Lower level reinforcement

High School Equivalency, Book 1, *Interpretation of Reading Materials* (Learning Technology Inc., 1970)
Frame 65[4]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 72-73, III[15]

Upper level reinforcement

Interpretation of Literary Materials Cambridge, 1974)
pp. 111-112[114-115]; 144
pp. 134[39,40]; 153

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 7, V[11,12]

cd L 3

ABILITY TO INTERPRET LITERARY MATERIALS (VOCABULARY)

USING CONTEXT TO INFER THE MEANINGS OF WORDS OF UNUSUAL DIALECTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 92-95

Lower level reinforcement

Upper level reinforcement

Interpretation of Literary Materials
(Cambridge, 1974)
pp. 131; 150 line 10

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature
(NYSED, 1973)
pp. 8-10, V 14-16

cd L 4

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

RECOGNIZING THE LITERAL MEANING

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 102-103

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 155[1,2,3,4]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 334-335, VI[8,9]

Tactics (Scott, Foresman and Company, 1961-1967)
II cd 25*/p. 63*, ex. 2[1-4], 3[1-12]
III p. 93, ex. 4[2]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
p. 13[36,38]; 23-24

Interpretation of Literary Materials (Cambridge, 1974)
pp. 13[36,38]; 23-24

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 243-244[73-74]; 261

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 13-15, NF[1-2]

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cd L 5

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING THE MAIN IDEA

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1977) pp. 104-105

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 156[1]
Frame 157[1]
Frame 199[1-5]
Frame 200[2]
Frame 203[1]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 35-43*
pp. 69-70, I[1]
pp. 70-71, II[6]
pp. 143-144, I[1,3]
pp. 334.335, VI[11]
pp. 375, I[1]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 45-46[1,5,6]; 55
pp. 120[78]; 138
pp. 119[71,73]; 137

Interpretation of Literary Materials (Cambridge, 1974)
pp. 26-31*
pp. 69[6]; 78
pp. 142[77,81]; 160

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 243-244[74]; 261
pp. 69-70[1]; 103
pp. 245[81]; 261
pp. 71-72[1,2,3]; 103
pp. 74-75[1,3]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 16-17, NF[3,4]

cd L 6

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING EFFECTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 104-105

Lower level reinforcement

Tactics (Scott, Foresman and Company, 1961-1967)
II cd 45*/p. 114*-115, ex. 6
II cd 47B/pp. 120-121, ex. 12

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 13[3]; 23
pp. 46-48*
pp. 119[74]; 137

Interpretation of Literary Materials (Cambridge, 1974)
pp. 69[5]; 78

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 65[6]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 18, NF[5]

cd L 7

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING DETAILS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 106-107

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 156[3,4]
Frame 157[2,3,5]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 44-56*
pp. 69-70, I[3,4]

Tactics (Scott, Foresman and Company, 1961-1967)
II cd 33*/pp. 78-79*, ex. 10[A-C]
II cd 39A/p. 93, ex. 1B

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 12-13[36-41]; 22-24
pp. 119[73-75]; 137

Interpretation of Literary Materials (Cambridge, 1974)
pp. 141[73]; 159
pp. 142[80]; 160

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 68-69[3]; 103
pp. 79[2]; 103
pp. 80-81[4]; 103
pp. 245-246[82-85]; 261

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 19-21, NF[6,7]

cd L 8

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING FIGURES OF SPEECH

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 106-107

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 375-376, I[3,4]*
pp. 376-377, II[8]

Tactics (Scott, Foresman and Company, 1961-1967)
II cd 24/pp. 58-59, ex. 7*
I cd 25/pp. 60-61, ex. 8B[1-8], 9[1-10]
II cd 26/pp. 64-65, ex. 5, 6[1-6], 7[1-7]
II cd 27/pp. 66-67, ex. 8, 9[1-8]
II cd 28/pp. 68-69, ex. 11[1-8], 12[1-6]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 32-34*
pp. 45-46[5]; 55
pp. 119[72]; 137
pp. 120[71,79,81]; 138
pp. 121[83]; 139

Interpretation of Literary Materials (Cambridge, 1974)
pp. 69[5]; 78
pp. 83-87*
pp. 88-89[1-8]; 103
pp. 89-91[1-10]; 103
pp. 92-94*
pp. 94-95[2-9]; 104-105
pp. 141[72,75]; 159
pp. 142[81]; 160
pp. 143[83,84]; 161

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 62-63[4,6,8,10]; 103
pp. 67-70[4]; 103
pp. 81-82[1-3]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 22, NF[8]

cd L 9

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING SEQUENCE OF DETAIL

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 108-109

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 206[3]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 44-56*
pp. 70-71, II[7,8]
pp. 110-121 (all exercises)*
p. 146, III[14]

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 27/p. 65, ex. 4[1-6]
I cd 28/pp. 66-67, ex. 5[1-10]
III pp. 81-82, ex. 12

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 45-46[4,6]; 55
p. 119[74]; 137

Interpretation of Literary Materials (Cambridge, 1974)
pp. 51-55*
pp. 68[1]; 78
pp. 141[74]; 159
pp. 143[82]; 161

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 63-64[1-6]; 103
p. 92[2]; 103
pp. 99-100[6]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 23-24, NF[9,10]

cd L 10

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING AUTHOR'S ROLE

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 108-109

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 156[5,6]
Frame 157[5]
Frame 200[1,3,4]
Frame 203[2-5]
Frame 204[2,5,6]
Frame 207[1-4]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
p. 88, I[1]
p. 89, II[2]
p. 90, III[3]
pp. 144-145, II[7,9]
pp. 375-376, I[2,5]
pp. 376-377, II[7,9]

Tactics Scott, Foresman and Company, 1961-1967)
III pp. 23-24, ex. 13
III pp. 94, ex. 5

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 13[38,40]; 23-24
pp. 46-47*
pp. 121[82]; 139
pp. 120[77]; 138

Interpretation of Literary Materials (Cambridge, 1974)
pp. 142[78]; 160
pp. 164-181*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 63-64[2,4,6]
pp. 69-70[6]; 103
pp. 244-245[76-79]; 261

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 25-26, NF[11]

cd L 11

ARILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

RECOGNIZING TONE

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) *pp. 110-111*

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 156

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 326-237, I*

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 13[4,6], 24
pp. 46-47*
pp. 48-49[1,3,5]; 55-56

Interpretation of Literary Materials (Cambridge, 1974)
pp. 67-70*
pp. 142[79]; 160

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 72[2]; 103
pp. 100-101[3]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
p. 27, NF [1,2]

ABILITY TO INTERPRET LITERARY MATERIALS (NONFICTION)

IDENTIFYING BIAS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 112-113

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 201[1-3]
Frame 202[1-7]
Frame 205[2,4]
Frame 208[1-6]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972
pp. 90-92, IV,V[4,6]*
pp. 99-100, I,II[1,2]
pp. 104-106, VIII,IX[10,11]

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 10/p. 31, ex. 17
III pp. 23-24, ex. 13
III p. 26, ex. 15[1-8]
III p. 94, ex. 5[I]

Upper level reinforcement

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 67[4]; 103
pp. 67-68[3]; 103
pp. 71[2]; 103
pp. 83-84[2]; 103
pp. 90[1,2,3]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 28-29, NF [13,14]

cd L 13

ABILITY TO INTERPRET LITERARY MATERIALS (FICTION)

IDENTIFYING THEME

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 116-117

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 331-332[1]

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 10[20]
III pp. 137-138, ex. 13[6,8]
III p. 143-144[20]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 10-11[28]; 21
pp. 113[50]; 133
pp. 121[83]; 139

Interpretation of Literary Materials (Cambridge, 1974)
pp. 10-11[28]; 21
pp. 39-45*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 240-241[62,67]; 260
pp. 242-243[71]; 260
p. 139*

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
p. 32, F[1]

cd L 14

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 118-119

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 351-352* (see mood)
pp. 378-379, III[13]

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 22/p. 55, ex. 4
I cd 36/p. 82, ex. 4^{1-4}
III p. $10^{1,2,4}$
III pp. $87-88^{1,2}$
III pp. $103-104^{1}$

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
p. 10^{2}; 21
pp. $40-41^{1,2,3,8}$; 53-54

Interpretation of Literary Materials (Cambridge, 1974)
pp. $63-64^{1,8}$; 77
pp. $74-76^{3,4}$; 80

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
p. $68^{1,2}$; 103
pp. $240-241^{62}$; 260
p. 138*

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 33, F^{2}
p. $68^{1,2}$; 103

cd L 15

ABILITY TO INTERPRET LITERARY MATERIALS (FICTION)

INFERRING CHARACTERIZATION

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 120-121

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 327-328, II*
pp. 331-333, V[5]
pp. 335-337, VII[13-15]
pp. 348-351, I, II[1,2,3]
pp. 378-379, III[14,15]
pp. 353-354, V[7,8]

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 3/p. 16
I cd 36/p. 83, ex. 5 I[1-5], II[1-3]
I cd 37/pp. 84-85, ex. 6[1-3], 7[1-4]
I cd 38/pp. 86-87, ex. 8A,B,C,9[1-7]
II cd 35/p. 83, ex. 2[1-18]
II cd 37/p. 86, ex. 6[1-4], 7[1-4]
II cd 38A/pp. 88-89, ex. 9[1-8], 10[1-12]
III pp. 83-84, ex. 13
III p. 87
III pp. 103-104[3,5,8-10]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 42-43[3,4,7]; 54-55
pp. 115[54]; 134
pp. 50-51[6]; 56-57
pp. 113[45,46,48,51]; 133
pp. 116[61-63]; 135

Interpretation of Literary Materials (Cambridge, 1974)
pp. 65-67[1-10]; 78
pp. 73-74[1,2]; 79
pp. 74-76[6]; 80

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
p. 98[1,2]; 104
pp. 240-241[63,65,67]; 260
pp. 239-240[56,57,58]; 260
p. 135*

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 34, 35, F[3,4]

cd L 16

ABILITY TO INTERPRET LITERARY MATERIALS (FICTION)

IDENTIFYING CONFLICT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 122-123

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 72-73, III[11-14]
p. 359, VII[23]

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 87
III pp. 99-102, ex. 8, 9

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 50-51[2,3,4]; 56-57
pp. 117[64-69]; 136
pp. 42-43[2]; 54
pp. 12[32]; 22
pp. 52-53[4]; 57

Interpretation of Literary Materials (Cambridge, 1974)
pp. 65-67[4,5,6]; 77-78
pp. 73-74[3,4]; 79

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 240-241[67]; 260
pp. 240-243
pp. 239-240[61]; 260

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
pp. 37, 38, F[5]

ABILITY TO INTERPRET LITERARY MATERIALS (FICTION)

IDENTIFYING POINT OF VIEW

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 124-125

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 353-354, V[7,8]
p. 355*
p. 356, VI[14-18]

Tactics (Scott, Foresman and Company, 1961-1967)
III pp. 87-88[10,12]
III p. 136, ex. 12[2-4]
III pp. 137-138, ex. 13[7]
III pp. 143-144[3-11]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 42-43[1]; 54
pp. 51-53[1,2]; 57
pp. 113[50]; 133
pp. 115[52,54]; 134
pp. 116[58]; 135

Interpretation of Literary Materials (Cambridge, 1974)
pp. 66[1]; 77
pp. 74-76[1,2]; 80

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 240-241[62]; 260

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
p. 39, F[6]

cd L 18

^BILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

IDENTIFYING THE FORMS AND PLOT STRUCTURES OF DRAMA

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) p. 127

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 328-329, IV*
pp. 368-369*

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 98-102*

Interpretation of Literary Materials (Cambridge, 1974)
pp. 108*; 110-111*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 153-178*
pp. 135-139*
pp. 90-91[1,2,3]; 103
pp. 82[1,2,3]; 103

GED test simulation

ABILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

IDENTIFYING EXPOSITORY DETAILS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 128-129

Lower level reinforcement

Tactics (Scott, Foresman and Company, 1961-1967)
III pp. 59-60, ex. $7A^{1-7}$, B^{1-3}

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. $86-88^{1-5}$; 94-95

Interpretation of Literary Materials (Cambridge, 1974)
pp. $109-110^{1,3}$; 116-117

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. $234-236^{40-42,45}$; 259

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 42-44, D^{1}

cd L 20

ABILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

INFERRING CHARACTERIZATION THROUGH DIALOG

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 130-131

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 369-371, VIII[11]
pp. 382-383, VI[25,28]

Tactics (Scott, Foresman and Company, 1961-1967
II cd 36/pp. 84-85, ex. 3^{1-8}, 4^{1-7}, 5^{1-3}

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 91-92[1-8]; 96
pp. 109[32]; 129
pp. 110[33-35]; 130

Interpretation of Literary Materials (Cambridge, 1974)
pp. 109-110[4]; 117
pp. 113-114[4-6]; 118
pp. 133[33-35]; 152
pp. 134[42,44]; 153-154

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 232-234[32,35,36]; 259

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 45-47, D[2]

cd L 21

ABILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

INTERPRETING DIALOGUE AS A MEANS OF PRESENTING CONFLICT

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 132-133

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 369-371, VIII[10-13]
pp. 371-374, IX[14-19]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 109[28-32]; 129

Interpretation of Literary Materials (Cambridge, 1974)
pp. 109-110[5]; 117
pp. 111-112[2,4]; 117
pp. 113-114[1-8]; 118
pp. 131-132[31-32]; 151

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 237-238[46,48,51,53,54]; 260
pp. 232-234[37,38]; 259

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 48-50, D[3]

cd L 22

ABILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

INFERRING MOOD FROM MONOLOG OR SOLILOQUY

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 134-135

Lower level reinforcement

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 112[42,43]; 132
pp. 8-9[14,18,21]; 17-20
pp. 99, 101*

Interpretation of Literary Materials (Cambridge, 1974)
pp. 111-112[3-6]; 117
pp. 114-115[1,2,4,8]; 119

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 90-91[1,2,3]; 103
pp. 242[60]; 261

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
pp. 51-52, D*

cd L 23

ABILITY TO INTERPRET LITERARY MATERIALS (DRAMA)

IDENTIFYING CLIMAX DECISION

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 136-137

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 382-383, VI[25-28]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 92-93[1-8]; 97

Interpretation of Literary Materials (Cambridge, 1974)
pp. 109-110[5]; 117
pp. 111-112[4]; 117
pp. 114-115[1,3,5,7]; 119
pp. 131-132[29-32]; 151

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 234-236

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 53-56, D[5]

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING POETIC FORMS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 140-147

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 159

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 361-364*
pp. 366-367[5,6]
p. 382, III*

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 7-8[13]; 17
pp. 8-9[17]; 19
pp. 6-7[2]; 15
pp. 59-85*
pp. 51[5]; 57
pp. 8-9[19-21]; 19
p. 98*
pp. 100-102*
pp. 104[7]; 123
p. 76*

Interpretation of Literary Materials (Cambridge, 1974)
pp. 81-87*
pp. 88-89[1-8]; 103
pp. 89-91[1-10]; 103-104
pp. 92-94*
pp. 94-98*
pp. 98-100[1-8]; 105
pp. 126[3,8]; 145
pp. 127[12,13]; 146
pp. 128[19,20]; 147
pp. 130[2]; 150
p. 98*
pp. 127[7]; 145

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
pp. 59-68, P[1-6]

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 226-227[2]; 257
pp. 227-229[9]; 257
pp. 143-150*
p. 135*
p. 139*

T-8

cd L 25

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

UNDERSTANDING LITERAL MEANING

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 148-149

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 162[1]
Frame 171-188

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 366-367, VII[7,8]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 6-7[1]; 15
pp. 7-8[8,9]; 17
pp. 8-9[16]; 19

Interpretation of Literary Materials (Cambridge, 1974)
pp. 100-101[1,2,4,5]; 105-106
pp. 101-102[5,6]; 105-107
pp. 126[2,6]; 145
pp. 130[1]; 150

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 226-227[1]; 257
pp. 59[1]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 69-70, P[7,8]

cd L 26

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING SPEAKERS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 160-161

Lower level reinforcement

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 8-9[18]; 19
pp. 108[26]; 128
p. 9[18]; 19

Interpretation of Literary Materials (Cambridge, 1974)
pp. 9[16]; 19
p. 85*

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 231-232[31]; 259
pp. 70[1]; 103

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 89-91, p[25-27]

c. 8

cd L 33

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING IMAGES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 162-165

Lower level reinforcement

Hihg School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 379-380*

Tactics (Scott, Foresman and Company, 1961-1967)
I cd 21/p. 52, ex. 1, 3*
III p. 80, ex. 11
III p. 139, ex. 15A[1-2], B[1,2], C

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 66[4]; 81
pp. 79-80[1-6]; 84-85
pp. 103-104[1-4]; 122-123
pp. 108[22-24]; 127-128
pp. 59-65*

Interpretation of Literary Materials (Cambridge, 1974)
pp. 8[2,4,8]; 103
pp. 91[3]; 104
pp. 102[4]; 106

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 229-231[19,20,21]; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 92-94, P[28-30]

cd L 34

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING SETTING

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 150-151

Lower level reinforcement

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 103-104[1]; 122
p. 6-line 1,
p. 7-line 1,
p. 108-line 1

Interpretation of Literary Materials (Cambridge, 1974)
pp. 101-102[1]; 106
pp. 126[1]; 145

Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
pp. 227-229[13,18]; 257-258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 71-73, P [9-11]

cd L 27

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING CHARACTERIZATION

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 152-153

Lower level reinforcement

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 139, ex. 15A[2]

Upper level reinforcement

Interpretation of Literary Materials
(Cowles, 1970)
pp. 6-7[1,5]; 15
pp. 103-104[6]; 123
pp. 8-9[14,19]; 19

Interpretation of Literary Materials
(Cambridge, 1974)
pp. 6-7[1,5]; 15
pp. 8-9[14,18,19]; 19
pp. 126[5,6]; 145
pp. 130[25,26]; 150

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature
(NYSED, 1973)
pp. 74-77, P[12-14]

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

FOLLOWING THE SEQUENCE OF EVENTS

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 154-155

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 196^{1-4}

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 380-381, V^{21-23}

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 80, ex. 11

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 6-7
pp. $8-9^{18}$; 19

Interpretation of Literary Materials (Cambridge, 1974)
pp. 8, 18* (paraphrase)
pp. $8-9^{18,19}$; 19-20
pp. 126^{4}; 145

Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
pp. $229-231^{23}$; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 78-81, P^{15-17}

cd L 29

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING THEME

Instruction

Developing High School Equivalency Reading Skills, (NYSED, 1972) pp. 154-155

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 160[1,2,3]
Frame 161[1]
Frame 162[2]
Frame 163[1]
Frame 164[1]
Frame 165[3]
Frame 166[1]
Frame 189[2]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 343-345*
pp. 345-346, II[27]
pp. 379-380, IV[17]
pp. 380-381, V[20]

Tactics (Scott, Foresman and Company, 1961-1967)
III pp. 139-140, ex. 15A[3], B[3], C[6], D[3]
III p. 80, ex. 11[8]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 6-7[7]; 15
pp. 7-8[12]; 17
pp. 106-107[17]; 126

Interpretation of Literary Materials (Cambridge, 1974)
pp. 101[5]; 106
pp. 128[17]; 147
pp. 6-7[7]; 16

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 226-227[1,5,8]; 257
pp. 229-231[23,24]; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 82-84, P[18-20]

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING POET'S INTENT

Instruction

Developing High School Equivalency Reading Skills, (NYSED, 1972) pp. 156-157

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 197[1-4]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 365-366, VI[1,2]
pp. 366-367, VIII[9]

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 140, ex. 15C[5]
III p. 80, ex. 11[1-3,5]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 6-7[1]; 15
pp. 7-8[12]; 12
pp. 8-9[14]; 19
pp. 106-107[15,16]; 125-26

Interpretation of Literary Materials (Cambridge, 1974)
pp. 7-8[8,11,12]; 17
pp. 91[9,10]; 104
pp. 101-102[6]; 107
pp. 127[10]; 146
pp. 128[15-17]; 147
pp. 130[1]; 149

Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
pp. 226-227[6,7]; 257
pp. 70-71[2,3,4]; 103
pp. 227-229[10,12]; 257

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 85-86, P[21,22]

cd L 31

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING THE MAIN PREMISE IN ARGUMENTATIVE POETRY

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 158-159

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 165[1],[2]
Frame 195[1-7]

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 132, ex. 9C[1-4]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 6-7[3]; 15
pp. 104[6]; 123
pp. 78-79[4],[5]; 84
pp. 108[26]; 128

Interpretation of Literary Materials (Cambridge, 1974)
pp. 6-7[7]; 16
pp. 101[4],[5]; 105-106
pp. 130[25],[26]; 150

Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
pp. 229-231[21],[23],[24]; 258
pp. 59[3]; 103
pp. 231-232[25-29]; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 87-88, P[23],[24]

cd L 32

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING SOUND DEVICES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 166-167

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 190-194

High School Equivalency Examinations in Social S Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
p. 346*
pp. 379-380*

Tactics (Scott, Foresman and Company, 1961-1967)
I cu 24*/pp. 58-59*
III p. 140, ex. 15C[2-4]

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 72[1,2,3,6,7]; 82
pp. 70-71*
pp. 112[6-1]; 131
pp. 78-79[3]; 94
pp. 104[8]; 123
pp. 105[14]; 124

Interpretation of Literary Materials (Cambridge, 1974)
pp. 7[5]; 15
pp. 8[13]; 17
pp. 92-94*
pp. 94-95[1-10]; 104-105
pp. 96-98*
pp. 98-100[1-8]; 105
p. 101[3]; 106

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. 143-150*
pp. 229-231[20]; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 95-96, P[31,32]

cd L 35

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING COMPARATIVE DEVICES

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 168-169

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 167[1]
Frame 168[1]
Frame 169[1], 170[1]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
pp. 340-342*

Tactics (Scott, Foresman and Company, 1961-1967)
III p. 80, ex. 11

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 61[1]; 81
pp. 7-8[1,1]; 17
pp. 61-65*
pp. 78-79[2]; 84
pp. 67-69[5]; 82
pp. 66-69[1-10]; 81-83
pp. 103-104[3]; 123

Interpretation of Literary Materials (Cambridge, 1974)
pp. 9[19]; 19
pp. 83-84*
pp. 86-87*
pp. 88-89[2,6]; 103
pp. 90-91[3,4,5,6]; 103-104
pp. 101[2]; 106

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
p. 149*

GED test simulation

Extending High School Equivalency Reading Skills, Part I — Literature (NYSED, 1973)
pp. 97-100, P[33-35]

ABILITY TO INTERPRET LITERARY MATERIALS (POETRY)

IDENTIFYING GRAMMATICAL DEVICES USED IN A SPECIAL MANNER

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 170-171

Lower level reinforcement

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
Frame 158
Frame 161

Upper level reinforcement

Interpretation of Literary Materials (Cowles, 1970)
pp. 72^{3-9}; 82
pp. 112^{40}; 131
pp. 105^{13}; 124

Interpretation of Literary Materials (Cambridge, 1974)
pp. $102^{2,3,4}$; 106-107

Reading Interpretation in Social Studies, Natural Sciences and Literature (Simon and Schuster, 1971)
pp. $231-232^{30}$; 258

GED test simulation

Extending High School Equivalency Reading Skills, Part 1 — Literature (NYSED, 1973)
pp. 101-104, p^{36-38}

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cd L 37